

***STANDARDIZED  
EMERGENCY  
MANAGEMENT  
SYSTEM***

***APPROVED COURSE OF  
INSTRUCTION (ACI)***

***March 1, 1995***

***( \* PLEASE NOTE: This Approved Course of Instruction is in effect until March 1, 1996. Users must access ACI Update File after March 1, 1996 for course modifications and updates )***



# ***STANDARDIZED EMERGENCY MANAGEMENT SYSTEM***

## **Approved Course of Instruction SYLLABUS**

*for:*

- **SEMS Introductory Course**
  - **SEMS Field Course**
  - **SEMS E.O.C. Course**
- **SEMS Executive Course**

**April 1996**

**CALIFORNIA STANDARDIZED EMERGENCY MANAGEMENT SYSTEM (SEMS)**  
**APPROVED COURSES OF INSTRUCTION**

4/96				
COURSE NAME	TARGET AUDIENCE	INSTRUCTIONAL GOAL	NO. MODULES DURATION	TYPE COURSE
<b>Introductory Course</b>	For all personnel that may become involved in multi-agency or multijurisdictional response at any level.	Provides basic understanding of SEMS, common terms, and information required to work within and support a SEMS response.	Three modules 1-2 hours	Self-study with instructor option. Test is optional.
<b>Field (ICS) Course</b> =====				
<b>ICS Orientation I-100</b>	Intended as a progressive program. A general orientation to ICS for personnel working in support roles, and for off incident personnel who require a minimum ICS orientation.	Reviews ICS organization, basic terminology for resources and facilities and responsibilities related to an incident.	Module #1 1 hour	Self-study - Optional test
<b>ICS Basic I-200</b>	Personnel who respond to an incident to assist or support the organization but do not normally supervise others.	Covers features and principles of ICS, organization, incident resources and facilities, and common responsibilities.	Modules #2-6 12 hours	Instructor based with exercises and tests.
<b>ICS Intermediate I-300</b>	Personnel who supervise an ICS branch, division, group or unit, or are members of the Command Staff.	Covers incident organization, resource management, air operations, incident and event planning.	Modules #7-11 22 hours	Instructor based with exercises and tests.
<b>ICS Advanced I-400</b>	Personnel who will supervise sections; Command Staff; Incident or Area Commanders; also those who may assume key agency management roles over incidents.	Covers General and Command Staff roles in depth, major incident management, Unified and Area Command. Also addresses Calif. Mutual Aid and Coordination between the field, local government & Op. Area EOCs.	Modules #12-17 22 hours	Instructor based with exercises and tests.
<b>Emergency Operations Center Course</b>	For support, supervisory, management and executive personnel in department level or agency EOCs who would perform a SEMS function or work within a SEMS organization at any EOC level.	Covers principles of disaster and EOC management, field and local EOC interface, SEMS functional areas, concepts and procedures, intelligence, and mutual aid for all EOC levels.	Nine modules *12 hours *8 hours if Intro. Course taken previously	Instructor based - Five modules for all EOCs. Four additional modules to cover each SEMS EOC level.
<b>Executive Course</b>	Executives, administrators and policy makers within agencies that are required to support a SEMS emergency response.	Provides background of the law, common terms, basic elements of SEMS, organizational roles and titles, and the need for executive support.	Two modules 2-3 hours	Self-study or Instructor based

**NOTE: Course delivery times may vary substantially depending on the experience level of the audience. SEMS User Organizations must assess internal training needs and make adjustments as required.**

## **SEMS INTRODUCTORY COURSE**

### **A. INSTRUCTIONAL GOAL:**

The goal of the SEMS Introductory Course is to provide the student with a basic understanding of the Standardized Emergency Management System (SEMS), common terms associated with SEMS, where the student will likely fit into SEMS, and what is required of them to work within and support a SEMS response.

### **B. GENERAL TARGET AUDIENCE:**

This is an introductory course designed for an individual or emergency responder that may become involved in a multi/inter-agency multi-jurisdictional SEMS response.

### **C. MODULE TITLES:**

1. WELCOME & COURSE OVERVIEW
2. INTRODUCTION TO SEMS BASICS
3. BASIC SEMS OPERATING REQUIREMENTS & INDIVIDUAL RESPONSIBILITIES
4. REFRESHER MODULE - BASIC SEMS REVIEW, EXERCISE & TEST

### **D. SUGGESTED PREREQUISITE COURSES:**

None.

### **E. PERFORMANCE OBJECTIVES:**

1. Understand the purpose and scope of SEMS, as well as the basic definitions of the common terms associated with SEMS (1).
2. Understand the basic elements of the SEMS law, SEMS organizational/response levels, the functions of SEMS, and the basic concepts of SEMS (2).
3. Understand the basic operating requirements and individual responsibilities to successfully operate within, and support, a SEMS response in the field and/or Emergency Operations Center (3).

### **F. SUGGESTED TRAINING DELIVERY OPTIONS:**

Utilize your own internal training program or the Introductory Course materials to meet minimum performance objectives. It is suggested that this course be delivered as a self-study course with an organized discussion period to follow. It may also be presented as an Instructor based course. Optional media such as video presentations may also be used at the discretion of the user organization.

## **MODULE 1 - WELCOME & COURSE OVERVIEW**

### **A. MODULE DESCRIPTION:**

The goal of Module 1 is to provide the student with a clear understanding of the purpose and scope of the SEMS Introductory Course. It also is intended to give a basic SEMS overview, including reference to the law, regulations and standard terms and definitions associated with SEMS. At the completion of the Module, the student should be able to achieve the minimum performance objectives listed, through knowledge, skills or abilities related to the following topic areas:

1. COURSE WELCOME, PURPOSE, SCOPE & GENERAL SCHEDULE/CONTENT
2. BACKGROUND, LEGAL BASIS & INTENT OF THE SEMS LAW
3. PURPOSE & SCOPE OF THE SEMS LAW PER SEMS REGULATIONS
4. REVIEW OF COMMON SEMS TERMS & DEFINITIONS PER SEMS REGULATIONS
5. NEED FOR SEMS TRAINING

### **B. MODULE TARGET AUDIENCE:**

Module 1 is designed for all "*emergency response personnel*" as defined in SEMS Regulations.

### **C. SUGGESTED PREREQUISITE MODULES:**

None.

### **D. SUGGESTED MINIMUM PERFORMANCE OBJECTIVES:**

At the completion of this module, the student should be able to identify:

1. The correct purpose and scope of SEMS.
2. The correct definitions of the following common terms associated with SEMS: emergency, emergency response agency, emergency response personnel, Incident Command System (ICS), multi/inter-agency coordination, mutual aid, operational area concept, and Emergency Operations Center (EOC).

### **E. SUGGESTED DELIVERY METHODS:**

A self-study course.

Delivery by instructor is optional.

### **F. SUGGESTED TESTING METHODS:**

An optional self-paced final exam is provided for the course.

## **MODULE 2 - INTRODUCTION TO SEMS BASICS**

### **A. MODULE DESCRIPTION:**

The goal of Module 2 is to provide the student with a basic understanding of the four elements of the SEMS law, the five SEMS organizational/response levels, the five functions of SEMS, and the basic concepts of SEMS. At the completion of the Module, the student should be able to achieve the minimum performance objectives listed, through knowledge, skills or abilities related to the following topic areas:

1. REVIEW OF SEMS LAW
2. FOUR BASIC ELEMENTS OF SEMS (INCLUDING THE BASIC PRINCIPLES OF THE INCIDENT COMMAND SYSTEM, MULTI/INTER-AGENCY COORDINATION, MUTUAL AID, AND OPERATIONAL AREAS)
3. FIVE SEMS ORGANIZATIONAL/RESPONSE LEVELS & THE SCOPE OF EACH LEVEL
4. BASIC ELEMENTS OF SEMS USED AT EACH ORGANIZATIONAL/RESPONSE LEVEL
5. TITLES & ROLES FOR THE FIVE SEMS FUNCTIONS AT THE FIELD LEVEL
6. TITLES & ROLES FOR THE FIVE SEMS FUNCTIONS AT THE EOC LEVELS
7. CONCEPT OF TEAMWORK, COORDINATION & EFFECTIVENESS UNDER SEMS
8. CONCEPT OF UNITY OF COMMAND WITHIN SEMS
9. CONCEPT OF COMMAND/MANAGEMENT WITHIN SEMS
10. SEMS IMPLEMENTATION

### **B. MODULE TARGET AUDIENCE:**

Module 2 is designed for all "*emergency response personnel*" as defined in SEMS Regulations.

### **C. SUGGESTED PREREQUISITE MODULES:**

Module 1.

### **D. SUGGESTED MINIMUM PERFORMANCE OBJECTIVES:**

At the completion of this Module, the student should be able to identify:

1. The four basic elements of the SEMS Law.
2. The five SEMS organizational/response levels.
3. The titles of the five SEMS functions used at the field level of response.
4. The titles of the five SEMS functions used at the EOC levels of response.
5. The concept of Unity of Command.
6. The SEMS title for the person or persons ultimately in charge of the field or EOC levels of response.

**E. SUGGESTED DELIVERY METHODS:**

A self-study course.  
Delivery by instructor is optional.

**F. SUGGESTED TESTING METHODS:**

An optional self-paced final exam is provided for the course.

**MODULE 3 - BASIC SEMS OPERATING REQUIREMENTS & INDIVIDUAL RESPONSIBILITIES**

**A. MODULE DESCRIPTION:**

The goal of Module 3 is to provide the student with an understanding of the basic operating requirements needed to individually work within, and support, a SEMS response in the field and in an Emergency Operations Center (EOC). This Module focuses on minimal requirements to help the student identify the likely SEMS level and function they fit into, their general pre-assignment responsibilities, the need to check-in, who they report to, and what they can expect from a complete briefing. At the completion of the module, the student should be able to achieve the minimum performance objectives listed, through knowledge, skills or abilities related to the following topic areas:

1. REVIEW OF FIVE ORGANIZATIONAL/RESPONSE LEVELS & THE FIVE FUNCTIONS OF SEMS
2. LEVELS AND FUNCTIONS THAT PERSONNEL MAY BE ASSIGNED
3. PRE-ASSIGNMENT RESPONSIBILITIES FOR SEMS (INCLUDING PERSONAL AND FAMILY PREPAREDNESS)
4. CHECK-IN WITHIN SEMS
5. STUDENTS' REPORTING SUPERVISOR WITHIN SEMS
6. SEMS BRIEFINGS
7. GENERAL OPERATING REQUIREMENTS FOR SEMS
8. GENERAL DEMOBILIZATION/RELEASE REQUIREMENTS FOR SEMS
9. WHERE TO GO FOR ADDITIONAL FIELD OR EOC SEMS TRAINING

**B. MODULE TARGET AUDIENCE:**

Module 3 is designed for all "*emergency response personnel*" as defined in SEMS Regulations.

**C. SUGGESTED PREREQUISITE MODULES:**

Modules 1 and 2.



#### **D. SUGGESTED MINIMUM PERFORMANCE OBJECTIVES:**

At the completion of this Module, the student should be able to identify:

1. The level(s) of SEMS response, and the major SEMS function(s) they will likely be assigned to work within, by their respective organizations.
2. At least five common responsibilities for personnel involved in a SEMS response.
3. At least three components of a complete briefing they should get from their SEMS supervisor.
4. Operational requirements within SEMS.

#### **E. SUGGESTED DELIVERY METHODS:**

A self-study course.

Delivery by instructor is optional.

#### **F. SUGGESTED TESTING METHODS:**

An optional self-paced final exam is provided for the course.

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### **SEMS FIELD COURSE**

#### **A. INSTRUCTIONAL GOAL:**

The goal of the SEMS Field Course is to provide a full range of generic ICS instructional modules to aid participants in the implementation and management of ICS for a SEMS field multi/inter-agency emergency response.

The SEMS Field Course offers seventeen modules from which a participant can choose in order to meet minimum competencies required in SEMS. Modules 1-15 are adopted from the National ICS Curriculum. Modules 16 and 17 address California Mutual Aid, and Field, Local Government and Operational Area Coordination. At the completion of the SEMS Field course, the participant should have a solid understanding of ICS as it relates to SEMS, to better ensure an effective multi/inter-agency field response.

#### **B. GENERAL TARGET AUDIENCE:**

The SEMS Field Course is a progressive course of instruction designed to meet the needs of all personnel that may be associated with a field response. Personnel who would take this course include:

***Support and assistance personnel:*** Individuals who, as a part of their job duties, will likely respond to multi/inter-agency incident or events to assist or support the emergency organization; but not supervise others. May also be referred to as entry-level personnel. This definition would not include clerical staff, unless decided necessary by the emergency response agency.

***Basic level supervisory personnel:*** Individuals who, as part of their job duties or expertise, will likely respond to a multi/inter-agency incident or event in the field, and be expected to initiate the emergency organization; or supervise others in the emergency organization (may also be referred to as "first-level supervisory personnel involved with ICS applications").

***Intermediate level supervisory personnel:*** Individuals who, as part of their job duties or expertise, will likely respond to a multi/inter-agency incident or event in the field, and be expected to supervise an ICS Section, Branch, Group or Division (may also be referred to as "personnel who hold ICS supervisory positions").

***Advance Level Command personnel:*** Individuals who, as part of their job duties or expertise, will likely respond to a multi/inter-agency incident or event in the field, and be expected to fulfill Command, or Command Staff roles, or any key management role in a major incident (may also be referred to as "senior personnel who function in management roles at large incidents").

## **C. RECOMMENDED MODULES FOR PERSONNEL LEVELS:**

### ***ALL PERSONNEL - ORIENTATION & SUPPORT/ASSISTANCE PERSONNEL:***

1. SELF-PACED ICS ORIENTATION

### ***BASIC LEVEL SUPERVISORY PERSONNEL:***

2. PRINCIPLES AND FEATURES OF ICS
3. ORGANIZATIONAL OVERVIEW
4. INCIDENT FACILITIES
5. INCIDENT RESOURCES
6. COMMON RESPONSIBILITIES

### ***INTERMEDIATE LEVEL SUPERVISORY PERSONNEL:***

7. ORGANIZATION AND STAFFING
8. ORGANIZING FOR INCIDENTS OR EVENTS
9. INCIDENT RESOURCE MANAGEMENT
10. AIR OPERATIONS
11. INCIDENT AND EVENT PLANNING

***ADVANCED LEVEL COMMAND PERSONNEL:***

12. GENERAL AND COMMAND STAFF
13. UNIFIED COMMAND
14. MAJOR INCIDENT MANAGEMENT
15. AREA COMMAND
16. MUTUAL AID
17. FIELD, LOCAL GOVERNMENT, AND OPERATIONAL AREA COORDINATION

**D. SUGGESTED PREREQUISITE COURSES:**

SEMS Introductory Course.

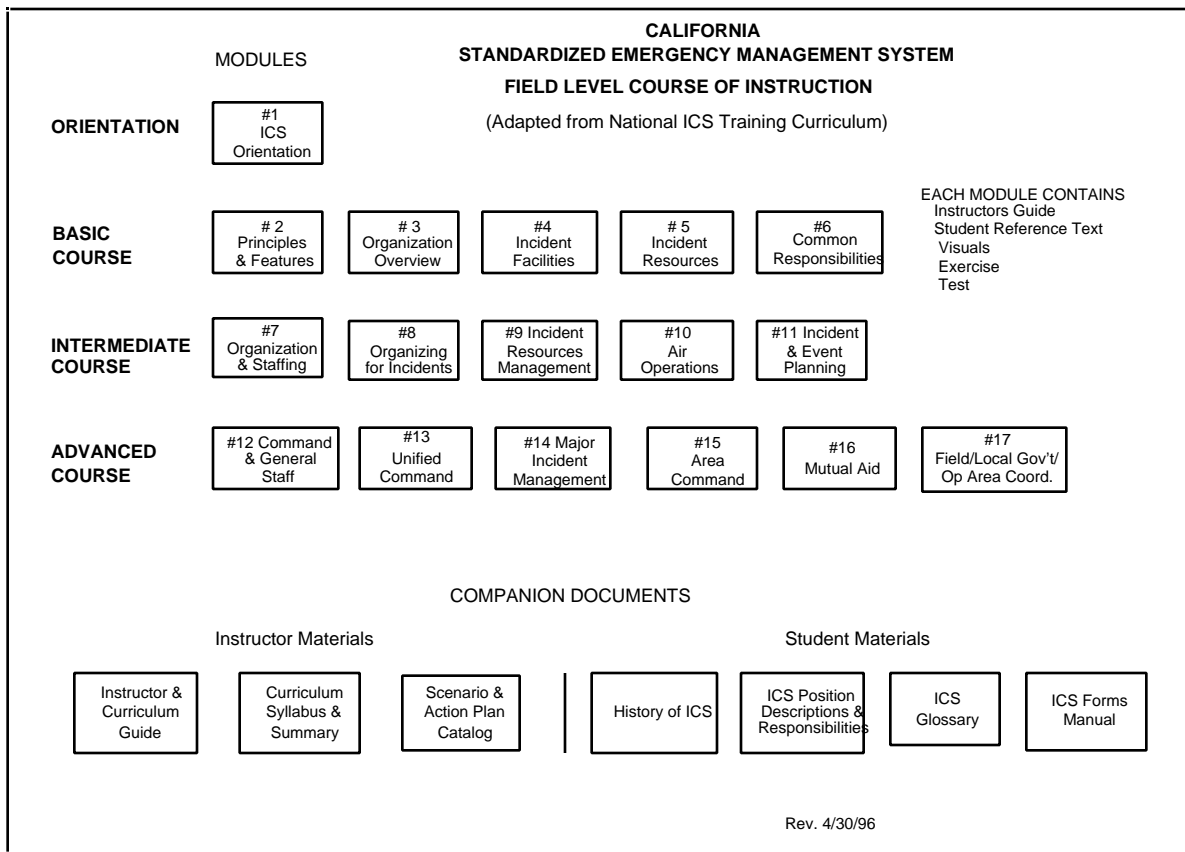
**E. PERFORMANCE OBJECTIVES:**

1. Understand the ICS basic organization, terminology and common responsibilities (1).
2. Understand the principles and features that constitute ICS (2).
3. Understand the more expanded ICS organization, how it initially develops, expands and/or contracts, and how transfer of command is properly conducted (3).
4. Understand the principal facilities used in conjunction with ICS (4).
5. Understand the components that allow for the most effective use of resources in ICS (5).
6. Understand what a person needs to know prior to, and during an ICS assignment to an incident (6).
7. Understand all titles and responsibilities of the organizational elements within each section of ICS, including general duties, staffing, and reporting relationships (7).
8. Understand ways in which incidents and events are organized to ensure achievement of incident objectives, including the briefing process and utilization of forms (8).
9. Understand the principles and stages of resource management, responsibilities related to resource ordering, the function of Staging Areas in resource management, and the importance of planning for resource demobilization (9).
10. Understand the functions and positions within the Air Operations Branch (10).
11. Understand the ICS planning process, to include: the development of incident objectives, strategies and tactics; the use of operational periods; the planning meeting; and the Incident Action Plan/IAP (11).

12. Understand the importance, activation criteria, principles and roles of the Command and General Staff positions, as well as the roles of deputy positions, assistants and agency representatives within ICS (12).
13. Understand the purpose and advantages of Unified Command, the Unified Command organization, how Unified Command is established, its major functions, and how the concept of cost sharing might apply under Unified Command (13).
14. Understand how to organize for, and problems associated with, major or complex incidents or events (14).
15. Understand why, when, where and how Area Command is established, and the responsibilities, organization, facilities and communication required for Area Command (15).
16. Understand the concepts and procedures associated with the Master Mutual Aid Agreement, and the specific Mutual Aid System, if any, applicable to the student (16).
17. Understand the basic concepts and procedures associated with local Emergency Operations Centers and Operational Areas, when activated for a major emergency (17).

**F. SUGGESTED TRAINING DELIVERY OPTIONS:**

It is recommended that emergency response organizations utilize the SEMS Field Course, Modules 1-17 to meet minimum performance objectives. However, an acceptable alternative may be other ICS training provided by California Fire and Law Enforcement agencies. If these curricula are used, agencies must ensure that students are exposed to materials found in Modules 16 and 17 of the SEMS Field Course. Videotapes may be used to augment the delivery of the Orientation and Basic Courses, however an Instructor based delivery is recommended for Intermediate and Advanced Courses. Learning activities should include review of material, agency application of material, exercises and tests.



## **I-100: ICS ORIENTATION MODULE 1**

### **A. MODULE DESCRIPTION:**

Module 1 of the Incident Command System (ICS) curriculum is intended for personnel assigned to an incident or event who require a general understanding ICS. The Module reviews the ICS organization, basic terminology, and common responsibilities. It will provide sufficient information about the Incident Command System to enable basic work in a support role at a field incident or event to be performed. This module may also be used as a pre-course study program by personnel who will be continuing their training with subsequent ICS modules.

### **B. MODULE TARGET AUDIENCE:**

This is an orientation for personnel who, as a part of their job duties, will likely respond to multi/inter-agency incident or events to assist or support the emergency organization, but not supervise others. May also be referred to as "entry-level" personnel. This definition would not include clerical staff, unless deemed necessary by the emergency response agency.

### **C. SUGGESTED PREREQUISITE MODULES:**

The SEMS Introductory Course is a suggested prerequisite. This is the first of 17 modules related to the field-level ICS training curriculum.

### **D. SUGGESTED MINIMUM PERFORMANCE OBJECTIVES:**

At the completion of this self-study Module, the student should be able to do the following:

1. List the five major organizational activities within the Incident Command System and explain their primary functions.
2. Give the titles, and explain the duties of General and Command Staff members.
3. Match organizational units to appropriate operations, planning/intelligence, logistics or finance/administration sections.
4. Match supervisory titles with appropriate levels within the organization.
5. Describe the terms used to name major incident facilities, and state the function of each.
6. Describe what an Incident Action Plan is and how it is used at an incident.
7. Describe how "span of control" functions within the incident organization, and in the use of resources.
8. Describe the common responsibilities and general instructions associated with incident or event assignments.
9. Describe several applications for the use of ICS.

### **E. Suggested Delivery Method:**

This module is self-paced. Classroom instruction is optional.

### **F. Suggested Testing Method:**

A self-study quiz is located at the end of the Module.

## **I- 200: BASIC ICS Modules 2-6**

### **MODULE 2 - PRINCIPLES AND FEATURES OF ICS**

#### **A. MODULE DESCRIPTION:**

Module 2 describes the principal features which constitute the Incident Command System. Collectively, these features identify the unique quality of ICS as an incident or event management system. At the completion of this Module, the student should be able to achieve the minimum performance objectives listed, through knowledge, skills or abilities related to the following ICS features:

Primary management functions  
Management by objectives

## **MODULE 2 - PRINCIPLES AND FEATURES OF ICS**

### **A. MODULE DESCRIPTION: (Continued)**

- Unity and hierarchy of command
- Transfer of command
- Organizational flexibility
- Unified Command
- Span of control
- Common terminology
- Personnel accountability
- Integrated communications
- Resources management
- The Incident Action Plan

### **B. MODULE TARGET AUDIENCE:**

Module 2 is designed for individuals who, as part of their job duties or expertise, will likely respond to a multi/inter-agency incident or event in the field, and be expected to initiate the emergency organization; or supervise others in the emergency organization (may also be referred to as "first-level supervisory personnel involved with ICS applications").

### **C. SUGGESTED PREREQUISITE MODULES:**

I-100: ICS Orientation.

### **D. SUGGESTED MINIMUM PERFORMANCE OBJECTIVES:**

At the completion of this module, the student should be able to describe and explain the use or purpose of each of the twelve principal ICS features listed above.

### **E. SUGGESTED DELIVERY METHOD:**

Classroom instruction .

### **F. SUGGESTED TESTING METHOD:**

Multiple choice, True/False, matching terms and statements, small group discussions on each feature.

## **MODULE 3 - ORGANIZATIONAL OVERVIEW**

### **A. MODULE DESCRIPTION:**

The following topics are addressed in Module 3:

- Terminology
- Organizational structure
- How the organization initially develops at an incident
- How the organization expands and/or contracts
- Transfer of command

An exercise related to organization development is included.

### **B. MODULE TARGET AUDIENCE:**

Module 3 is designed for individuals who, as part of their job duties or expertise, will likely respond to a multi/inter-agency incident or event in the field, and be expected to initiate the emergency organization; or supervise others in the emergency organization (may also be referred to as "first-level supervisory personnel involved with ICS applications").

### **C. SUGGESTED PREREQUISITE MODULES:**

I-200: Module 2.

### **D. SUGGESTED MINIMUM PERFORMANCE OBJECTIVES:**

At the completion of the module, the student should be able to:

1. Explain how the incident organization expands or contracts to meet operational needs of the incident or event.
2. Describe the use of Branches, Divisions, and Groups within the Operations Section and provide supervisory titles associated with each level.
3. List the essential elements of information involved in transfer of command.
4. Match organizational positions with appropriate ICS sections.
5. Describe an ICS organization appropriate to a small incident.

### **E. SUGGESTED DELIVERY METHOD:**

Classroom instruction.

### **F. SUGGESTED TESTING METHOD:**

Small group exercises, multiple choice, True/False, matching terms and statements.



## **MODULE 4 - INCIDENT FACILITIES**

### **A. MODULE DESCRIPTION:**

Module 4 describes the principal facilities used in conjunction with ICS, and discusses their roles at an incident. To include:

- Command Post
- Staging Areas
- Base
- Camps
- Helibase
- Helispots

### **B. MODULE TARGET AUDIENCE:**

Individuals who, as part of their job duties or expertise, will likely respond to a multi/inter-agency incident or event in the field, and be expected to initiate the emergency organization; or supervise others in the emergency organization (may also be referred to as "first-level supervisory personnel involved with ICS applications").

### **C. SUGGESTED PREREQUISITE MODULES:**

I-200: All preceding modules

### **D. SUGGESTED MINIMUM PERFORMANCE OBJECTIVES:**

At the completion of the module, the student should be able to:

1. Name each of the principal facilities used in conjunction with ICS, and explain the purpose and use of each.
2. Describe which facilities may be located together at an incident or event.
3. Describe how the various incident facilities are used and managed to support an incident or event.
4. Identify appropriate map symbols associated with incident facilities.

### **E. SUGGESTED DELIVERY METHOD:**

Classroom instruction.

### **F. SUGGESTED TESTING METHOD:**

Small group exercises, multiple choice, True/False, matching terms and statements.

## **MODULE 5 - INCIDENT RESOURCES**

### **A. MODULE DESCRIPTION:**

The following topics will be covered in module 5:

- Resource status keeping and effective incident operations.
- Kinds of resources often used in incidents and events.
- How resources are typed for various applications.
- Three ways of using resources on an incident.
- Resource status conditions.
- Changing and maintaining status on resources.

An exercise involving resource designations and status keeping is included.

### **B. MODULE TARGET AUDIENCE:**

Individuals who, as part of their job duties or expertise, will likely respond to a multi/inter-agency incident or event in the field, and be expected to initiate the emergency organization; or supervise others in the emergency organization (may also be referred to as "first-level supervisory personnel involved with ICS applications").

### **C. SUGGESTED PREREQUISITE MODULES:**

I-200: All preceding modules

### **D. SUGGESTED MINIMUM PERFORMANCE OBJECTIVES:**

At the completion of the module, the student should be able to:

1. Describe the need for good incident resource management.
2. Describe three ways of managing resources and the advantages of each.
3. Explain the purpose of resource typing.
4. Describe three resource status conditions, and the purpose and limits of each.
5. Explain how resource status is changed, how notification of changes is made, and how status is maintained at an incident or event.
6. In a small group exercise, list various kinds of resources which may be encountered on incidents in which the student is or may become involved. Student groups will provide typing for these resources.

### **E. SUGGESTED DELIVERY METHOD:**

Classroom instruction.

**F. SUGGESTED TESTING METHOD:**

Small group exercises, multiple choice, True/False, matching terms and statements.

**MODULE 6 - COMMON RESPONSIBILITIES**

**A. MODULE DESCRIPTION:**

This module identifies and defines common responsibilities:

- Prior to leaving for assignment
- At incident check-in
- While working on the incident
- During demobilization

**B. MODULE TARGET AUDIENCE:**

Module 6 is designed for individuals who, as part of their job duties or expertise, will likely respond to a multi/inter-agency incident or event in the field, and be expected to initiate the emergency organization; or supervise others in the emergency organization (may also be referred to as "first-level supervisory personnel involved with ICS applications").

**C. SUGGESTED PREREQUISITE MODULES:**

I-200: All preceding modules

**D. SUGGESTED MINIMUM PERFORMANCE OBJECTIVES:**

Upon completion of the module, the student should be able to:

1. List actions to be accomplished prior to leaving for an incident or event.
2. List the steps involved in incident Check-In.
3. List (or select from a list) major personal responsibilities at an incident or event.
4. List the major steps necessary in the incident or event demobilization process.

**E. SUGGESTED DELIVERY METHOD:**

Classroom instruction.

**F. SUGGESTED TESTING METHOD:**

Multiple choice, True/False, fill-in completion.

## **I- 300: INTERMEDIATE ICS Modules 7-11**

### **MODULE 7 - ORGANIZATION AND STAFFING**

#### **A. MODULE DESCRIPTION:**

Module 7 provides a comprehensive description of the responsibilities of the organizational elements within each section of the ICS. It describes the general duties of each organizational element, terminology, staffing considerations, and reporting relationships. An exercise in organization development is included.

#### **B. MODULE TARGET AUDIENCE:**

Module 7 is designed for individuals who, as part of their job duties or expertise, will likely respond to a multi/inter-agency incident or event in the field, and be expected to supervise an ICS Section, Branch, Group or Division (may also be referred to as "personnel who hold ICS supervisory positions").

#### **C. SUGGESTED PREREQUISITE MODULES:**

I-100 & I-200

#### **D. SUGGESTED MINIMUM PERFORMANCE OBJECTIVES:**

At the completion of the module, the student should be able to:

1. Prepare an ICS organization chart, providing organization names and supervisory titles in proper placement for all ICS elements.
2. Match responsibility statements to each ICS organizational element.
3. List the ICS positions which may include deputy positions and describe deputy roles and responsibilities. Describe differences between deputy positions and assistants.
4. Describe reporting relationships and information flow within the organization.
5. Describe ICS reporting and working relationships for technical specialists and agency representatives.

#### **E. SUGGESTED DELIVERY METHOD:**

This Module requires students to have read and reviewed the student material prior to the training session. The classroom session will consist of a group activity, module quiz, and a discussion on quiz questions. Classroom instruction is also an option for the module.

#### **F. SUGGESTED TESTING METHOD:**

Group activity, multiple choice, True/False, matching terms and statements, group discussion of module quiz.

## **MODULE 8 - ORGANIZING FOR INCIDENTS OR EVENTS**

### **A. MODULE DESCRIPTION:**

Module 8 describes ways in which incidents and events are organized to ensure achievement of incident objectives.

It discusses the steps in organizational development that should take place on the incident or at the event. The incident briefing is covered, as well as the forms used to support incident operations. Two exercises involving development of the incident organization are included. One of the exercises is for an incident, the other for a planned event.

### **B. MODULE TARGET AUDIENCE:**

Individuals who, as part of their job duties or expertise, will likely respond to a multi/inter-agency incident or event in the field, and be expected to supervise an ICS Section, Branch, Group or Division (may also be referred to as "personnel who hold ICS supervisory positions").

### **C. SUGGESTED PREREQUISITE MODULES:**

I-100, I-200, I-300 all preceding modules.

### **D. SUGGESTED MINIMUM PERFORMANCE OBJECTIVES:**

Upon completion of the module, the student should be able to:

1. Describe the steps in transferring and assuming incident command.
2. List the major elements included in the incident briefing.
3. Develop sample organizations around simulated incidents and/or events.  
Organizational development will include the use of all appropriate sections and organizational modules.
4. Describe how incidents can best be managed by appropriate and early designation of primary staff members and by proper delegation of authority.
5. List the minimum staffing requirements within each organizational element for at least two incidents of different sizes.
6. Describe the role and use of appropriate forms in effective incident management.

### **E. SUGGESTED DELIVERY METHOD:**

Classroom instruction, group exercises.

### **F. SUGGESTED TESTING METHOD:**

Small group exercises, multiple choice, True/False, matching terms and statements.

## **MODULE 9 - INCIDENT RESOURCE MANAGEMENT**

### **A. MODULE DESCRIPTION:**

Module 9 discusses the resource management process at an incident. It describes the stages of resource management, responsibilities related to resource ordering, and the use of the Operational Planning Worksheet. The importance of staging areas in the management of resources is described. It also discusses demobilization of resources and considerations related to cost-effective resource management. An exercise in resource management is included.

### **B. MODULE TARGET AUDIENCE:**

Module 9 is designed for individuals who, as part of their job duties or expertise, will likely respond to a multi/inter-agency incident or event in the field, and be expected to supervise an ICS Section, Branch, Group or Division (may also be referred to as "personnel who hold ICS supervisory positions").

### **C. SUGGESTED PREREQUISITE MODULES:**

I-100, I-200, I-300 all preceding modules.

### **D. SUGGESTED MINIMUM PERFORMANCE OBJECTIVES:**

Upon completion of the module, the student should be able to:

1. Identify and describe four basic principles of resources management.
2. List the basic steps involved in managing incident resources.
3. Know the contents of, and how the Operational Planning Worksheet (ICS 215) is used.
4. Identify the organizational elements at the incident that can order resources.
5. Describe the differences between single and multipoint resource ordering and the reasons for each.
6. Describe why and how resources are assigned to staging areas, camps and direct tactical assignments.
7. Describe the purpose and importance of planning for resource demobilization.
8. Identify five key considerations associated with resource management and the reasons for each.

### **E. SUGGESTED DELIVERY METHOD:**

Classroom instruction.

### **F. SUGGESTED TESTING METHOD:**

Small group exercise, multiple choice, True/False, matching terms and statements.

## **MODULE 10 - AIR OPERATIONS**

### **A. MODULE DESCRIPTION:**

Module 10 describes the role of the Air Operations Branch, positions within the branch and how to set up an effective aviation organization to support incidents. An exercise in developing an Air Operations organization is included.

### **B. MODULE TARGET AUDIENCE:**

Module 10 is designed for individuals who, as part of their job duties or expertise, will likely respond to a multi/inter-agency incident or event in the field, and be expected to supervise an ICS Section, Branch, Group or Division (may also be referred to as "personnel who hold ICS supervisory positions").

### **C. SUGGESTED PREREQUISITE MODULES:**

I-100, I-200, I-300 all preceding modules.

### **D. SUGGESTED MINIMUM PERFORMANCE OBJECTIVES:**

At the completion of the module, the student should be able to:

1. Describe the function and general duties associated with each element of the Air Operations Branch organization.
2. Diagram a full Air Operations Branch organization using a simulated scenario.
3. Describe the function and use of the ICS Form 220, Air Operations Summary Worksheet.

### **E. SUGGESTED DELIVERY METHOD:**

Classroom instruction, group exercises.

### **F. SUGGESTED TESTING METHOD:**

Small group exercises, multiple choice, True/False, matching terms and statements.

## **MODULE 11 - INCIDENT AND EVENT PLANNING**

### **A. MODULE DESCRIPTION:**

Module 11 describes the planning process; the development of incident objectives, strategies, and tactics; the use of operational periods; and the planning meeting. It describes the major steps and the personnel involved in the planning process.

## **MODULE 11 - INCIDENT AND EVENT PLANNING**

### **A. MODULE DESCRIPTION: (Continued)**

It includes support plans that may be required for some incidents (e.g., Communications, Medical, and Traffic), and it covers the planning for incident or event demobilization. Forms use in preparing the Incident Action Plan are described. An exercise in developing an Incident Action Plan is included. Students are given the opportunity for developing an Incident Action Plan.

### **B. MODULE TARGET AUDIENCE:**

Module 11 is designed for individuals who, as part of their job duties or expertise, will likely respond to a multi/inter-agency incident or event in the field, and be expected to supervise an ICS Section, Branch, Group or Division (may also be referred to as "personnel who hold ICS supervisory positions").

### **C. SUGGESTED PREREQUISITE MODULES:**

I-100, I-200, I-300 all preceding modules.

### **D. SUGGESTED MINIMUM PERFORMANCE OBJECTIVES:**

At the completion of the module, the student should be able to:

1. List the major steps involved in the planning process.
2. Give the ICS titles of personnel who have responsibilities in developing the Incident Action Plan and list their duties.
3. As part of an exercise, identify incident objectives for simulated scenario.
4. As a part of exercise, describe appropriate strategies and tactics to meet incident objectives for a simulated scenario.
5. Explain the use of operational periods in the planning process, and how operational periods are derived.
6. Explain the function of the Operational Planning Worksheet (ICS 215) and other forms which may be used in preparing the Incident Action Plan.
7. Explain the criteria for determining when the Incident Action Plan should be prepared in writing.
8. Identify the kinds of supporting materials included in an Incident Action Plan.
9. List the major sections in a Demobilization Plan.
10. As part of a group exercise, develop an Incident Action Plan for a simulated scenario.

### **E. SUGGESTED DELIVERY METHOD:**

Classroom instruction.



**F. SUGGESTED TESTING METHOD:**

Small group exercises, multiple choice, True/False, matching terms and statements, group critiques.

**I- 400: ADVANCED ICS Modules 12-17**

**MODULE 12 - GENERAL AND COMMAND STAFF**

**A. MODULE DESCRIPTION:**

Each General and Command Staff position is explained in terms of principal responsibilities and importance to the organization. Guidelines for activation of the General and Command Staff positions and the role of deputy positions and assistants are discussed. Relationships and duties are covered for each Command Staff member and for Agency Representatives. An exercise in developing a General and Command Staff is included.

**B. MODULE TARGET AUDIENCE:**

Module 12 is designed for individuals who, as part of their job duties or expertise, will likely respond to a multi/inter-agency incident or event in the field, and be expected to fulfill a Command, or Command Staff roles, or any key management role in a major incident (may also be referred to as "senior personnel who function in management roles at large incidents").

**C. SUGGESTED PREREQUISITE MODULES:**

I-100, I-200, & I-300

**D. SUGGESTED MINIMUM PERFORMANCE OBJECTIVES:**

At the completion of the module, the student should be able to:

1. Identify the steps built into the ICS design to compensate for previous incident management problems.
2. Describe the primary guidelines related to General and Command Staff positions.
3. Summarize principal responsibilities for each General and Command Staff member.
4. Describe the roles of deputy positions and assistants in incident management.
5. Describe the purposes and responsibilities of agency representatives, reporting relationships, and how they can be effectively used within the incident organization.
6. Develop a General and Command Staff organization around a simulated scenario.

**E. SUGGESTED DELIVERY METHOD:**

Classroom instruction.

**F. SUGGESTED TESTING METHOD:**

Small group exercises, True/False questions, matching terms and statements.

**MODULE 13 - UNIFIED COMMAND**

**A. MODULE DESCRIPTION:**

Module 13 describes the purposes and advantages of multi-jurisdiction and/or multi/inter-agency Unified Command, and how Unified Command can be applied to incident situations.

The module describes the Unified Command organization, how Unified Command is established, and the roles of its major elements. It also discusses a number of factors to be considered in implementing Unified Command. An exercise in developing a Unified Command is included.

**B. MODULE TARGET AUDIENCE:**

Individuals who, as part of their job duties or expertise, will likely respond to a multi/inter-agency incident or event in the field, and be expected to supervise an ICS Section, Branch, Group or Division (may also be referred to as "personnel who hold ICS supervisory positions").

**C. SUGGESTED PREREQUISITE MODULES:**

I-100, I-200, I-300, & I-400 all preceding modules.

**D. SUGGESTED MINIMUM PERFORMANCE OBJECTIVES:**

Upon completion of the module, the student should be able to:

1. Define Unified Command.
2. Define the advantages of Unified Command and define the kinds of applications which may call for a Unified Command organization.
3. Identify the primary features of a Unified Command organization.
4. Given a simulated situation, describe roles and reporting relationships under a Unified Command which involves agencies from within the same jurisdiction, and under multi-jurisdiction conditions.
5. Describe areas of cost-sharing which might apply under a Unified Command structure.
6. Given a simulated situation, describe an appropriate Unified Command organization.

**E. SUGGESTED DELIVERY METHOD:**

Classroom instruction.

**F. SUGGESTED TESTING METHOD:**

Small group exercises, multiple choice, True/False, matching terms and statements, group critiques.

**MODULE 14 - MAJOR INCIDENT MANAGEMENT**

**A. MODULE DESCRIPTION:**

Module 14 describes how major or complex incidents and events can create special problems related to incident organization. It discusses how anticipating these potential problems can result in increased organizing options for the incident that will lead to more effective management.

The module describes several models on how to divide major, single incidents for more effective management. Two exercises involving major incident management are included.

**B. MODULE TARGET AUDIENCE:**

Module 14 is designed for individuals who, as part of their job duties or expertise, will likely respond to a multi/inter-agency incident or event in the field, and be expected to fulfill a Command, or Command Staff roles, or any key management role in a major incident (may also be referred to as "senior personnel who function in management roles at large incidents").

**C. SUGGESTED PREREQUISITE MODULES:**

I-100, I-200, I-300, & I-400 all preceding modules.

**D. SUGGESTED MINIMUM PERFORMANCE OBJECTIVES:**

At the completion of the module, the student should be able to:

1. List the principal factors often found in or related to major and/or complex incidents.
2. List the expansion options for incident organization, and describe the conditions under which they would be applied.
3. Demonstrate through an exercise how to apply the various options related to major or complex incident management.

**E. SUGGESTED DELIVERY METHOD:**

Classroom instruction.

**F. SUGGESTED TESTING METHOD:**

Small group exercises, matching terms and statements, group critiques.

**MODULE 15 - AREA COMMAND**

**A. MODULE DESCRIPTION:**

Module 15 describes why, when, where and how Area Command is established and the organization, facilities and communications required. The module covers the organizational relationships between Area Command and incidents, and between Area Command and jurisdictional DOCs and EOCs. It describes how resource ordering is accomplished under Area Command, and it describes the demobilization process under an Area Command organization structure.

The module includes a small-group exercise in developing an Area Command organization and identification of priorities and issues related to a simulated scenario.

**B. MODULE TARGET AUDIENCE:**

Module 15 is designed for individuals who, as part of their job duties or expertise, will likely respond to a multi/inter-agency incident or event in the field, and be expected to fulfill a Command, or Command Staff roles, or any key management role in a major incident (may also be referred to as "senior personnel who function in management roles at large incidents"). Also, advanced level command personnel who will function in management roles in large or complex multi/inter-agency incidents, and will likely function as an IC that may have to interface with Emergency Operations Centers (EOCs) and/or Operational Areas.

**C. SUGGESTED PREREQUISITE MODULES:**

I-100, I-200, I-300, & I-400 all preceding modules.

**D. SUGGESTED MINIMUM PERFORMANCE OBJECTIVES:**

At completion of the module, the student should be able to:

1. Define Area Command.
2. Identify differences between Area Command, Unified Command, Emergency Operations Centers and multi- or inter-agency coordination.
3. List the principal advantages of using Area Command.
4. Describe how, when and where Area Command would be established.
5. Describe the Area Command Organization.
6. Identify six primary functional responsibilities of Area Command.
7. Working with a simulated scenario, develop an Area Command Organization.

**E. SUGGESTED DELIVERY METHOD:**

Classroom instruction.

**F. SUGGESTED TESTING METHOD:**

Small group exercises, matching terms and statements, group critiques.

**MODULE 16 - MUTUAL AID**

**A. MODULE DESCRIPTION:**

Module 16 describes the concepts and procedures of California's Master Mutual Aid Agreement, and the related Mutual Aid Systems currently in existence. At the completion of this module, students should be able to achieve the minimum performance objectives listed, through knowledge, skills or abilities related to the following topic areas:

1. Review of the master Mutual Aid agreement and related systems
2. Review of request procedure for Mutual Aid Systems (per Title 19, Division 2, Chapter 1, and §2415)
3. Integration of Mutual Aid resources into ICS
4. Coordination of Mutual Aid information between field & EOC levels
5. Proper request, tracking & release procedures for Mutual Aid resources
6. Command of on-scene Mutual Aid resources

**B. MODULE TARGET AUDIENCE:**

Module 16 is designed for individuals who, as part of their job duties or expertise, will likely respond to a multi/inter-agency incident or event in the field, and be expected to fulfill a Command, or Command Staff roles, or any key management role in a major incident (may also be referred to as "senior personnel who function in management roles at large incidents"). Also, advanced level command personnel who will function in management roles in large or complex multi/inter-agency incidents, and will likely function as an IC that may have to interface with Emergency Operations Centers (EOCs) and/or Operational Areas.

**C. SUGGESTED PREREQUISITE MODULES:**

I-100, I-200, I-300, & I-400 all preceding modules.

**D. SUGGESTED MINIMUM PERFORMANCE OBJECTIVES:**

At the completion of the module, the student should be able to:

1. Identify the proper request procedures for their applicable Mutual Aid System, if it currently exists, consistent with the Master Mutual Aid Agreement and SEMS.

2. Identify the likely ICS positions that may request Mutual Aid.
3. Identify the likely ICS Sections in which the Mutual Aid resources will be included.
4. Identify the negative consequences when Mutual Aid information is not coordinated between the field and EOC organizational/response levels of SEMS.
5. Identify who retains overall direction of personnel and equipment provided by Mutual Aid Resources at the incident per Title 19, Division 2, Chapter 1, and §2415 of the California Code of Regulations.

**E. SUGGESTED DELIVERY METHOD:**

Classroom instruction.

**F. SUGGESTED TESTING METHOD:**

Small group exercises, multiple choice, True/False, matching terms and statements.

**MODULE 17 - FIELD, LOCAL GOVERNMENT AND OPERATIONAL AREA COORDINATION**

**A. MODULE DESCRIPTION:**

Module 17 describes the interface with field ICS to SEMS in local government and operational area EOCs, as well as the relationship of EOCs with Unified Command, Area Command, and multi/inter-agency coordination. This module also discusses the basic Operational Area concept for both Mutual Aid and for an Emergency Operations Center (EOC) environment. At the completion of this module, students should be able to achieve the minimum performance objectives listed, through knowledge, skills or abilities related to the following topic areas:

1. GENERAL DEFINITION, PURPOSE AND SCOPE FOR LOCAL EOCs IN CALIFORNIA
2. RELATIONSHIP OF A LOCAL EOC WITH UNIFIED COMMAND, AREA COMMAND, MULTI/INTER-AGENCY COORDINATION
3. FIELD AND LOCAL EOC INTERFACE AND NEED FOR COORDINATION
4. DEFINITION OF LOCAL DISASTER OPERATING CENTERS/DOCs & RELATIONSHIP TO EOCs
5. INCIDENT COMMANDER'S RESPONSIBILITY TO LOCAL EOCs & DOCs
6. DEFINITION OF AN OPERATIONAL AREA
7. RELATIONSHIP OF LOCAL EOCs TO OPERATIONAL AREAS
8. REVIEW OF OPERATIONAL AREA CONCEPTS FOR MUTUAL AID AND EOCs
9. RESPONSIBILITIES OF COUNTIES TO FORM OPERATIONAL AREA EOCs
10. ACTIVATION CRITERIA FOR OPERATIONAL AREA EOCs
11. RESPONSIBILITIES OF AN OPERATIONAL AREA EOC
12. USE OF MAC GROUP FOR DECISIONS AT OPERATIONAL AREA EOCs

**B. MODULE TARGET AUDIENCE:**

Module 17 is designed for individuals who, as part of their job duties or expertise, will likely respond to a multi/inter-agency incident or event in the field, and be expected to fulfill a Command, or Command Staff roles, or any key management role in a major incident (may also be referred to as "senior personnel who function in management roles at large incidents"). Also, advanced level command personnel who will function in management roles in large or complex multi/inter-agency incidents, and will likely function as an IC that may have to interface with Emergency Operations Centers (EOCs) and/or Operational Areas.

**C. SUGGESTED PREREQUISITE MODULES:**

I-100, I-200, I-300, & I-400 all preceding modules.

**D. SUGGESTED MINIMUM PERFORMANCE OBJECTIVES:**

At the completion of the module, the student should be able to:

1. Define an Emergency Operations Center, Department Operating Center, Unified Command, Area Command, Inter-agency coordination vs. The Multi-agency Coordination System(MACS), and an Operational Area.
2. Identify the need and responsibilities of the Incident Commander in interfacing with Local Emergency Operations Centers, and/or Department Operations Centers.
3. Contrast the difference between a Local EOC an Operational Area EOC.
4. Identify the responsibilities of an Operational Area Emergency Operations Center.

**E. SUGGESTED DELIVERY METHOD:**

Classroom instruction.

**F. SUGGESTED TESTING METHOD:**

Multiple choice, True/False, matching terms and statements.

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## **SEMS EMERGENCY OPERATIONS CENTER (EOC) COURSE**

### **A. INSTRUCTIONAL GOAL FOR THE COURSE:**

The goal of the EOC Course is to enhance the participants' capability to competently manage an inter-agency major emergency or disaster response within an Emergency Operations Center (EOC), and within the five functions specified in SEMS. This course offers nine modules to meet performance objectives at any one of the four SEMS response levels in the EOC (Local Government, Operational Area, Region or State EOC). At the completion of the course, participants should have a good understanding of what is required under SEMS to manage an inter-agency response to a major emergency or disaster within their EOC.

Five of the modules are applicable to EOCs at all SEMS levels. The other four modules contain material specific to an EOC at local government, operational area, region or state. An EOC course would typically contain six modules.

### **B. GENERAL TARGET AUDIENCE:**

The course is designed for support/assistance, supervisory, management and executive personnel, who as part of their job duties or special assignment, will likely perform a SEMS function within a Department Operations Center (DOC) or Emergency Operations Center. These individuals would be expected to respond to their DOC/EOC to initiate the SEMS organization, work within that SEMS organization, and/or supervise one or more of the five SEMS functions within their DOC/EOC (Local Government, Operational Area, Region, or State).

### **C. MODULE TITLES:**

1. SEMS OVERVIEW
2. PRINCIPLES OF DISASTER MANAGEMENT IN EOCs
3. EOC OPERATIONAL CONSIDERATIONS
4. GENERAL EOC APPLICATIONS
5. CONCEPTS AND PROCEDURES OF SEMS AT THE LOCAL EOC
6. CONCEPTS & PROCEDURES OF SEMS AT THE OPERATIONAL AREA EOC
7. CONCEPTS & PROCEDURES OF SEMS AT THE REGION EOC
8. CONCEPTS & PROCEDURES OF SEMS AT THE STATE EOC
9. COORDINATION BETWEEN SEMS LEVELS

### **D. SUGGESTED PREREQUISITE:**

SEMS Introductory Course



**E. PERFORMANCE OBJECTIVES:**

1. Understand essential SEMS terms related to an Emergency Operations Center (EOC), as well as the five SEMS response levels and their relationship to the four SEMS EOC levels (1).
2. Understand the essential principles associated with disaster management, including knowledge of the fundamental differences and similarities between an emergency vs. a disaster, the role of the Emergency Services Director, the goals of emergency/disaster management, and keys to successful emergency/disaster management (2).
3. Understand how an Emergency Operations Center (EOC) relates to disaster management and SEMS, the diversity in purpose and scope of California EOCs, and the basic principles for an effective EOC (3).
4. Understand the principles of ICS applicable to EOCs, EOC functions and responsibilities, and the use of inter-agency coordination in EOCs (4).
5. Understand the concepts and procedures for the Local EOC, including activation criteria, purpose, scope, basic responsibilities, need for communications, inter-agency coordination, and the common tasks of the five SEMS functions associated with the Local EOC (5).
6. Understand the concepts and procedures for an Operational Area EOC, including activation criteria, purpose, scope, basic responsibilities, need for communications, inter-agency coordination and the common tasks of the five SEMS functions associated with the Operational Area EOC (6).
7. Understand the concepts and procedures for a Region EOC, including activation criteria, purpose, scope, basic responsibilities, need for communications, inter-agency coordination and the common tasks of the five SEMS functions associated with the Region EOC (7).
8. Understand the concepts and procedures for the State EOC, including activation criteria, purpose, scope, basic responsibilities, need for communications, inter-agency coordination and the common tasks of the five SEMS functions associated with the State EOC (8).
9. Understand how a coordination takes place between SEMS levels during an inter-agency disaster response, including similarities, differences and key principles associated with a field and EOC SEMS response (9).

**F. SUGGESTED TRAINING DELIVERY OPTIONS:**

It is recommended that emergency response organizations utilize the SEMS EOC Course, Modules 1-9 to meet minimum performance objectives. However, an acceptable alternative

may be other. Videotapes may be used to augment the delivery of the Orientation and Basic Courses, however an Instructor based delivery is recommended for Intermediate and Advanced Courses. Learning activities should include review of material, agency application of material, exercises and tests.

## **MODULE 1 - SEMS OVERVIEW**

### **A. MODULE DESCRIPTION:**

The goal of Module 1 is to provide the student with a clear understanding of the purpose and scope of the Emergency Operations Center Course. It is also intended to review the SEMS law, SEMS terms, the five SEMS response levels, and the four SEMS EOC levels (Local, Operational Area, Region and State EOCs). At the completion of the module, the student should be able to achieve the minimum performance objectives listed, through knowledge, skills or abilities relating to the following topic areas:

1. COURSE WELCOME, PURPOSE, SCOPE & GENERAL SCHEDULE
2. REVIEW OF SEMS LAW & REGULATIONS
3. REVIEW OF APPLICABLE SEMS DEFINITIONS & TERMS
4. IDENTIFICATION OF FIVE SEMS ORGANIZATIONAL RESPONSE LEVELS AND THEIR APPLICATION TO THE FOUR EOC LEVELS

### **B. MODULE TARGET AUDIENCE:**

This module is designed for support/assistance, supervisory, management and executive personnel, who as part of their job duties or special assignment, will likely perform a SEMS function within a Department Operations Center (DOC) or Emergency Operations Center. This course is designed for personnel at any SEMS level of response within an EOC (Local, Operational Area, Region, or State), needing a basic orientation to EOCs.

### **C. SUGGESTED PREREQUISITE MODULES:**

None. This is the first of nine modules.

### **D. SUGGESTED MINIMUM PERFORMANCE OBJECTIVES:**

At the completion of this module, the student should be able to do the following:

1. Know the background related to the State's Emergency Services Act and identify key provisions of that act.
2. Understand the definitions for six common terms used in connection with EOCs
3. Be able to define the five organizational levels in SEMS

4. Know the four EOC levels in SEMS and key differences between them

**E. SUGGESTED DELIVERY METHODS:**

Primarily classroom instruction and small group exercises.

**F. SUGGESTED TESTING METHODS:**

Multiple choice, True/False, matching terms and statements.

**MODULE 2 - PRINCIPLES OF DISASTER MANAGEMENT IN EOCs**

**A. MODULE DESCRIPTION:**

Module 2 is designed to provide an understanding of the differences and similarities of an incident, emergency, disaster, and covers the essential principles and functions associated with emergency/disaster management. The following topics will be covered:

1. CONTRAST BETWEEN INCIDENTS, EMERGENCIES AND DISASTERS
2. IDENTIFICATION OF DISASTER MANAGEMENT PROBLEMS
3. COMMON GOALS OF EMERGENCY/DISASTER MANAGEMENT
4. PHASES OF EMERGENCY/DISASTER MANAGEMENT
5. MANAGEMENT PRINCIPLES APPLIED TO EMERGENCY/DISASTER MANAGEMENT
6. LESSONS LEARNED FROM PAST EMERGENCIES/DISASTERS
7. CENTRALIZED VERSUS DECENTRALIZED EMERGENCY/DISASTER MANAGEMENT
8. KEYS FOR EFFECTIVE EMERGENCY/DISASTER MANAGEMENT

**B. MODULE TARGET AUDIENCE:**

This module is designed for support/assistance, supervisory, management and executive personnel, who as part of their job duties or special assignment, will likely perform a SEMS function within a Department Operations Center (DOC) or Emergency Operations Center. This course is designed for personnel at any SEMS level of response within an EOC (Local, Operational Area, Region, or State), needing a basic orientation to disaster management.

**C. SUGGESTED PREREQUISITE MODULES:**

Module 1.

**D. SUGGESTED MINIMUM PERFORMANCE OBJECTIVES:**

At the completion of this module, the student should be able to identify:

1. The differences between the terms incident, emergency and disaster

2. Identify five management related problems at an EOC
3. Identify six common goals of emergency management
4. Identify the four phases of emergency management and how they are used.
5. State and define five management principles applied to emergency management
6. Identify six lessons learned from past emergencies
7. State the difference between centralized vs decentralized emergency management
8. Identify five key factors for effective emergency management at EOCs.

**E. SUGGESTED DELIVERY METHODS:**

Primarily classroom instruction and small group exercises.

**F. SUGGESTED TESTING METHODS:**

Multiple choice, True/False, matching terms and statements.

**MODULE 3 - EOC OPERATIONAL CONSIDERATIONS**

**A. MODULE DESCRIPTION:**

Module 3 provides the student with an understanding of how an Emergency Operations Center (EOC) relates to disaster management and to the Standardized Emergency Management System (SEMS); the diversity in purpose and scope of California EOCs; and some of the basic factors to consider in developing an effective EOC (NOTE: The factors related to EOCs discussed in this module will generally apply to agency Department Operations Centers (DOCs) as well.) At the completion of this module, the student should be able to achieve the minimum performance objectives listed, through knowledge, skills or abilities relating to the following topic areas:

1. PURPOSE OF AN EOC
2. SCOPE OF OPERATIONAL AREA, REGION AND STATE EOCs
3. BASIC CONSIDERATIONS FOR A WELL PLANNED/DESIGNED EOC
4. KEYS FOR AN EFFECTIVE EOC
5. EOC ACTIVATION CRITERIA
6. MUTUAL AID SYSTEMS AND THE EOC

**B. MODULE TARGET AUDIENCE:**

This module is designed for support/assistance, supervisory, management and executive personnel, who as part of their job duties or special assignment, will likely perform a SEMS function within a Department Operations Center (DOC) or Emergency Operations Center. This course is designed for personnel at any SEMS level of response within an EOC (Local, Operational Area, Region, or State), needing a basic orientation to EOCs in general.

**C. SUGGESTED PREREQUISITE MODULES:**

Modules 1 through 2.

**D. SUGGESTED MINIMUM PERFORMANCE OBJECTIVES:**

At the completion of this module, the student should be able to identify:

1. Identify the five key management functions which take place in an EOC
2. State the purpose and scope for an EOC
3. Know the primary responsibilities associated with EOCs at all SEMS levels.
4. Identify at least five factors which are basic considerations for a well planned EOC
5. Identify five criteria for activating an EOC
6. Identify the primary established mutual aid systems which operate within the state.
7. Understand the relationship of mutual aid systems and EOCs

**E. SUGGESTED DELIVERY METHODS:**

Primarily classroom instruction and small group exercises.

**F. SUGGESTED TESTING METHODS:**

Multiple choice, True/False, matching terms and statements.

**MODULE 4 - GENERAL EOC APPLICATIONS**

**A. MODULE DESCRIPTION:**

Module 4 describes several aspects of Emergency Operations Centers (EOCs) which are applicable at any Standardized Emergency Management System (SEMS) EOC level. The topics covered in this module are:

1. PRINCIPLES OF ICS USED IN EOCS
2. EOC FUNCTIONS AND RESPONSIBILITIES
3. MULTI-INTERAGENCY COORDINATION IN EOCS

**B. MODULE TARGET AUDIENCE:**

This module is designed for support/assistance, supervisory, management and executive personnel, who as part of their job duties or special assignment, will likely perform a SEMS function within a Department Operations Center (DOC) or Emergency Operations Center. This course is designed for personnel at any SEMS level of response within an EOC (Local, Operational Area, Region, or State), needing to understand and resolve SEMS issues associated with interfacing field ICS with a local EOC activated for a INTER-AGENCY SEMS disaster response.

**C. SUGGESTED PREREQUISITE MODULES:**

Modules 1 through 3.

**D. SUGGESTED MINIMUM PERFORMANCE OBJECTIVES:**

At the completion of this module, the student should be able to:

1. Identify and describe five features of the Incident Command System which also apply at EOCs at all SEMS levels.
2. Understand the twelve essential requirements related to the use of EOCs.
3. Be able to state how INTER-AGENCY or inter-agency coordination is used at SEMS EOC levels.

**E. SUGGESTED DELIVERY METHODS:**

Primarily classroom instruction and small group exercises.

**F. SUGGESTED TESTING METHODS:**

Multiple choice, True/False, matching terms and statements.

**MODULE 5 - CONCEPTS & PROCEDURES OF SEMS AT THE LOCAL EOC**

**A. MODULE DESCRIPTION:**

The goal of module 5 is to provide the student with a basic understanding of the concepts and procedures for the local EOC. This module covers activation criteria; purpose, scope and basic responsibilities; need for communications, INTER-AGENCY coordination; and the common tasks of the five SEMS functions associated with the local government EOC (includes special

districts). At the completion of the module, the student should be able to achieve the minimum performance objectives listed, through knowledge, skills or abilities relating to the following topic areas:

1. ACTIVATION CRITERIA & REQUIREMENT TO USE SEMS
2. GENERAL PURPOSE, SCOPE & BASIC RESPONSIBILITIES
3. REQUIREMENT FOR COMMUNICATION & COORDINATION
4. REQUIREMENT FOR INTER-AGENCY COORDINATION
5. STANDARDS AND MODELS FOR STAFFING, ORGANIZATIONS, LAYOUTS AND EOC SUPPORT ITEMS
6. RELATIONSHIP OF DEPARTMENT OPERATIONS CENTERS AND THE EOC
7. NEED FOR SPECIFIC SOP AND POSITION CHECKLISTS

**B. MODULE TARGET AUDIENCE:**

This module is designed for support/assistance, supervisory, management and executive personnel, who as part of their job duties or special assignment, will perform a SEMS function within an Emergency Operations Center, or may perform a SEMS function with a Department Operations Center (DOC) at the local government level.

**C. SUGGESTED PREREQUISITE MODULES:**

Modules 1 through 4.

**D. SUGGESTED MINIMUM PERFORMANCE OBJECTIVES:**

At the completion of this module, the student should be able to identify:

1. Five requirements related to use of local government EOCs
2. Describe the use and differences between three levels of local government EOC activation.
3. Know the purpose and scope of local government EOCs
4. Know the role and application of Department Operations Centers
5. Know the role for the five SEMS functions at the local government EOC
6. Identify how multi-hazard functions and other functions fit into a SEMS organization at the local government EOC.
7. Understand how EOC terminology is used in identifying levels of EOC organization.
8. Describe how INTER-AGENCY or inter-agency coordination is used at the local government EOC

9. Understand how special districts and volunteer and private agencies fit into the local government EOC organization.
10. Know how the local government EOC interacts with mutual aid systems.
11. Identify the checklists which are supplied for primary SEMS functions
12. Identify key equipment and supply components related to a local government EOC.

**E. SUGGESTED DELIVERY METHODS:**

Primarily classroom instruction, writing SOPs and checklists, and small group exercises.

**F. SUGGESTED TESTING METHODS:**

Multiple choice, True/False, matching terms and statements.

**MODULE 6 - CONCEPTS & PROCEDURES OF SEMS AT THE OPERATIONAL AREA EOC**

**A. MODULE DESCRIPTION:**

The goal of module 6 is to provide the student with a basic understanding of the concepts and procedures for an Operational Area EOC. This module covers activation criteria; purpose, scope and basic responsibilities; need for communications, INTER-AGENCY and inter-agency coordination, and the common tasks of the five SEMS functions associated with the operational area EOC. At the completion of the module, the student should be able to achieve the minimum performance objectives listed, through knowledge, skills or abilities relating to the following topic areas:

1. ACTIVATION CRITERIA & REQUIREMENT TO USE SEMS
2. GENERAL PURPOSE, SCOPE & BASIC RESPONSIBILITIES
3. REQUIREMENT FOR COMMUNICATION & COORDINATION
4. REQUIREMENT FOR INTER-AGENCY COORDINATION
5. STANDARDS AND MODELS FOR STAFFING, ORGANIZATIONS, LAYOUTS AND EOC SUPPORT ITEMS
6. NEED FOR SPECIFIC SOP AND CHECKLISTS

**B. MODULE TARGET AUDIENCE:**

This module is designed for support/assistance, supervisory, management and executive personnel, who as part of their job duties or special assignment, will likely perform a SEMS function within an Emergency Operations Center at the operational area level.



**C. SUGGESTED PREREQUISITE MODULES:**

Modules 1 through 4.

**D. SUGGESTED MINIMUM PERFORMANCE OBJECTIVES:**

At the completion of this module, the student should be able to:

1. Identify the three sets of requirements identified in SEMS regulations for Operational areas
2. Know the seven circumstances in which operational areas EOC may be activated
3. Be able to identify the role of the operational area and the responsibility of the lead agency under SEMS
4. Describe the functional organization for an operational area EOC
5. Know how EOC terminology is applied for various levels of the EOC organization
6. Know the relationship of operational area mutual aid coordinators
7. Understand the concept of resource management at the operational area level
8. Understand how INTER-AGENCY or inter-agency coordination is applied at the operational area EOC level
9. Know how coordination with volunteer and private agencies is accomplished at the operational area level
10. Understand the role and functioning of the Operational Area Satellite Information System (OASIS) at operational area EOC
11. Identify key operating procedures and position checklists for operational area EOCs
12. Identify key equipment and supply components necessary at the operational area level.

**E. SUGGESTED DELIVERY METHODS:**

Primarily classroom instruction, writing SOPs and checklists, and small group exercises.

**F. SUGGESTED TESTING METHODS:**

Multiple choice, True/False, matching terms and statements.

## **MODULE 7 - CONCEPTS & PROCEDURES OF SEMS AT THE REGION EOC**

### **A. MODULE DESCRIPTION:**

The goal of module 7 is to provide the student with a basic understanding of the concepts and procedures for a Region EOC operated by the State Office of Emergency Services (OES). This module covers activation criteria, purpose, scope and basic responsibilities; need for communications, INTER-AGENCY and inter-agency coordination, and the common tasks of the five SEMS functions associated with the EOC. At the completion of the module, the student should be able to achieve the minimum performance objectives listed, through knowledge, skills or abilities relating to the following topic areas:

1. ACTIVATION CRITERIA & REQUIREMENT TO USE SEMS
2. GENERAL PURPOSE, SCOPE & BASIC RESPONSIBILITIES
3. REQUIREMENT FOR COMMUNICATION & COORDINATION
4. REQUIREMENT FOR INTER-AGENCY COORDINATION
5. STANDARDS AND MODELS FOR STAFFING, ORGANIZATIONS, LAYOUTS AND EOC SUPPORT ITEMS
6. NEED FOR SPECIFIC SOP AND CHECKLISTS

### **B. TARGET AUDIENCE:**

This module is designed for support/assistance, supervisory, management and executive personnel, who as part of their job duties or special assignment, will likely perform a SEMS function within a Department Operations Center (DOC) or Emergency Operations Center. This course is designed for those personnel who may function within a region EOC (REOC).

### **C. SUGGESTED PREREQUISITE MODULES:**

Modules 1 through 4.

### **D. SUGGESTED MINIMUM PERFORMANCE OBJECTIVES:**

At the completion of this module, the student should be able to identify:

1. The specific requirement to activate a Region EOC (REOC) and utilize SEMS, and identify the specific lead agency for establishing the Regional EOC.
2. The general purpose, scope and basic responsibilities of a Region EOC.
3. The specific requirement for communications and coordination once the Region EOC is activated.
4. The specific requirement to use INTER-AGENCY or inter-agency coordination at a Region EOC.

5. The common tasks, staff, organization, support items and layouts for a Region EOC.
6. The need for a specific written Region EOC SOP and position checklists.
7. The management, planning, organization, and communications concepts associates with a Region EOC.

**E. SUGGESTED DELIVERY METHODS:**

Primarily classroom instruction, writing SOPs and checklists, and small group exercises.

**F. SUGGESTED TESTING METHODS:**

Multiple choice, True/False, matching terms and statements.

**MODULE 8 - CONCEPTS & PROCEDURES OF SEMS AT THE STATE EOC**

**A. MODULE DESCRIPTION:**

The goal of module 8 is to provide the student with a basic understanding of the concepts and procedures for a State EOC (also called the State Operations Center (SOC) operated by State OES. This module covers activation criteria, purpose, scope and basic responsibilities, need for communications, INTER-AGENCY or inter-agency coordination, and the common tasks of the five SEMS functions associated with this EOC. At the completion of the module, the student should be able to achieve the minimum performance objectives listed, through knowledge, skills or abilities relating to the following topic areas:

1. ACTIVATION CRITERIA & REQUIREMENT TO USE SEMS
2. AGENCY RESPONSIBLE TO TAKE LEAD AT STATE EOC
3. GENERAL PURPOSE, SCOPE & BASIC RESPONSIBILITIES
4. REQUIREMENT FOR COMMUNICATION & COORDINATION
5. REQUIREMENT FOR INTER-AGENCY COORDINATION
6. STANDARDS AND MODELS FOR STAFFING, ORGANIZATIONS, LAYOUTS AND EOC SUPPORT ITEMS
7. NEED FOR SPECIFIC SOP AND CHECKLISTS

**B. MODULE TARGET AUDIENCE:**

This module is designed for support/assistance, supervisory, management and executive personnel, who as part of their job duties or special assignment, will likely perform a SEMS function within Department Operations Center (DOC) or Emergency Operations Center at the state headquarters level.

**C. SUGGESTED PREREQUISITE MODULES:**

Modules 1 through 4, and 7.

#### **D. SUGGESTED MINIMUM PERFORMANCE OBJECTIVES:**

At the completion of this module, the student should be able to identify:

1. The specific requirement to activate the State EOC and utilize SEMS, and identify the specific lead agency for establishing the State EOC.
2. The general purpose, scope and basic responsibilities of the State EOC.
3. The specific requirement for communications and coordination once the State EOC is activated.
4. The specific requirement to use INTER-AGENCY coordination at the State EOC.
5. The common tasks, staff, organization, support items and layouts for a State EOC.
6. The need for a specific written State EOC SOP and position checklists.

#### **E. SUGGESTED DELIVERY METHODS:**

Primarily classroom instruction, writing SOPs and checklists, and small group exercises.

#### **F. SUGGESTED TESTING METHODS:**

Multiple choice, True/False, matching terms and statements.

### **MODULE 9 -COORDINATION BETWEEN SEMS LEVELS**

#### **1. MODULE DESCRIPTION**

The goal of module 9 is to provide the student with a basic understanding of the need and concepts for coordination between SEMS levels. This module covers communications and coordination between field and local government levels, local government and operational area levels, operational area and regional levels, and regional and state levels. It also discusses coordination with the federal response to major disasters. Functional interactions between levels are described. At the completion of the module, the student should be able to achieve the minimum performance objectives listed through knowledge, skills or abilities relating to the following topic areas;;

1. NEED FOR COORDINATION AMONG SEMS LEVELS
2. FIELD, DEPARTMENT OPERATIONS CENTER, AND EMERGENCY OPERATIONS CENTER RELATIONSHIPS
3. INTERFACE BETWEEN LOCAL GOVERNMENT AND OPERATIONAL AREAS
4. INTERFACE BETWEEN OPERATION AREAS AND REGIONAL LEVEL
5. RELATIONSHIP BETWEEN REOCS AND SOC
6. RELATIONSHIP TO FEDERAL EMERGENCY SUPPORT FUNCTIONS

**B. MODULE TARGET AUDIENCE:**

This module is designed for support/assistance, supervisory, management and executive personnel, who as part of their job duties or special assignment, will likely perform a SEMS function within Department Operations Center (DOC) or Emergency Operations Center at all SEMS levels.

**C. SUGGESTED PREREQUISITE MODULES:**

Modules 1 through 4, and at least one of the modules appropriate to the SEMS level (5, 6, 7, 8).

**D. SUGGESTED MINIMUM PERFORMANCE OBJECTIVES:**

At the completion of this module, the student should be able to:

1. Understand and describe the basic need for coordination between SEMS levels
2. Understand how field to local government linkages take place for information transfer
3. Understand how Unified Command at an incident may affect coordination and linkages with EOCs
4. linkages and functional interactions for various situations involving single discipline incidents, incidents using Unified Command
5. Identify how DOCs relate to EOCs
6. Identify how coordination takes place between local government EOCs and Operational area EOCs
7. Identify how coordination takes place between operational area EOCs and region EOCs
8. Identify how coordination takes place between region and state EOCs
9. Identify how coordination takes place with the Federal emergency response

**E. SUGGESTED DELIVERY METHODS:**

Primarily classroom instruction, writing SOPs and checklists, and small group exercises.

**F. SUGGESTED TESTING METHODS:**

Multiple choice, True/False, matching terms and statements.

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## **SEMS EXECUTIVE COURSE**

### **A. INSTRUCTIONAL GOAL:**

The SEMS Executive Course provides basic information on the role of executives in implementing, using and maintaining SEMS within their agencies or organizations. The contents of the course also apply to those individuals that work in supporting management roles and need an orientation to basic concepts and principles of SEMS. Topics covered in this course are:

1. BACKGROUND
2. COMPONENTS, ORGANIZATIONAL LEVELS AND PRIMARY FUNCTIONS
3. THE ROLE AND RESPONSIBILITIES OF AN EXECUTIVE TO SUPPORT SEMS
4. ROLE OF THE EXECUTIVE TO EOC MANAGERS AND FIELD INCIDENT COMMANDERS
5. GUIDELINES AND TRAINING PROGRAMS
6. QUESTIONS AND ANSWERS RELATED TO SEMS IMPLEMENTATION

### **B. GENERAL TARGET AUDIENCE:**

This is a stand-alone introductory course, designed for executives, administrators and policy makers from agencies that are required to support a SEMS Inter-agency emergency response. Executives are defined as individuals who function in executive or elected positions but do not regularly fulfill command or management roles at a INTER-AGENCY incident or event or EOC. If an executive regularly fulfills command or management roles, the executive should take training modules or courses appropriate to the assignment.

### **C. PERFORMANCE OBJECTIVES:**

1. Understand the purpose and scope of SEMS, the basic elements of the SEMS law, the five SEMS organizational/response levels, the five functions of SEMS, and the general need for executives to support SEMS in their jurisdiction .
2. Understand the basic operating requirements for ICS, and what specifically is needed from the executive to support a SEMS/ICS Inter-agency emergency response in the field .
3. Understand the basic operating requirements for EOCs, and what specifically is needed from the executive to support a SEMS Inter-agency emergency response in an Emergency Operations Center environment .
4. Understand the scope of guidance and training material made available by the state to support SEMS implementation and training

5. Understand the content of questions and answers often asked about SEMS.

**D. SUGGESTED TRAINING DELIVERY OPTIONS:**

Utilize your own internal training program or the Approved Course of Instruction to meet minimum performance objectives. You may deliver this course via traditional delivery, application and testing methods, video, executive brief, or as a self-study course. Learning activities should include review of material, agency application of material, and action planning.